

DOCUMENT RESUME

ED 141 134

SE 022 642

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TITLE The Vegetable Bowl. Research Monograph No. 13.
INSTITUTION Florida Univ., Gainesville. P. K. Yonge Lab.
School.
PUB DATE Nov 74
NOTE 57p.; For related documents, see SE 022 640-641
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Eating Habits; *Educational Research; *Elementary
Grades; Food; Health; *Instruction; Instructional
Materials; Multimedia Instruction; *Nutrition;
*Science Education
IDENTIFIERS Florida; Research Reports

ABSTRACT

This study measured the effects which a multimedia instructional unit in nutrition education had on the eating habits of elementary school children (K-5), specifically, eating habits relating to vegetables. The primary objective of the unit was to encourage children to eat a variety of vegetables. The sample consisted of 1,028 elementary school students from six schools in Alachua County Schools, Florida. Ten suggested lesson plans were given each teacher participating in this study. The sequence of implementation was left to the discretion of the teachers. The unit was taught for a minimum of three weeks, sometime between October and April of the 1973-74 school year. Results of the study show significant changes in the number of vegetables liked occur in every grade from one through five at the 0.001 level except for grade two which was significant at the 0.01 level. Significant changes in the number of vegetables not eaten occurred in every grade (K-5), but the number of vegetables disliked showed no significant change in any of the six grades. The appendices to this study include the following: lesson outline of Vegetable Bowl unit; parent and teacher evaluation forms; pre- and posttests; teacher and parent comments; and an outline of a teacher workshop. (BT)

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The Vegetable Bowl

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RESEARCH MONOGRAPH NO. 13

P. K. YONGE LABORATORY SCHOOL

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COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA

GAINESVILLE, FLORIDA 32611

THE VEGETABLE BOWL

By

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Research Monograph No. 13

Copyright November, 1974

This public document was promulgated at an annual cost of \$2,406, or a per copy cost of .802, to disseminate Research & Development information to personnel in public schools.

ACKNOWLEDGMENTS

Many people contributed in a variety of ways to making this study possible.

Ms. Susan Mendenhall, elementary teacher at the P. K. Yonge Laboratory School, served to pilot the study and as advisor to the field test. Dr. Vynce Hines assisted in planning and designing the overall research design for the study. Ms. Brona Godwin, Field Supervisor of Food Services of Alachua County, contacted principals and teachers in the schools to identify sites for field testing. As the project was implemented she provided liaison between the teachers and the project director.

Appreciation is extended to the following six principals and their schools for serving as field test sites:

Ms. Inez Courtney, Archer
Ms. Lilly Mae Shaw, Glen Springs
Ms. Olive Scott, Hawthorne
Ms. Hattilu Moore, J. J. Finley
Mr. John Rawls, Idylwild
Ms. Ella Mae Schenck, Rawlings

Finally, most important of all were the teachers. They brought the unit to life as an exciting, profitable experience for more than 2,000 children. Diane Adams; Barbara Bates; Sherry Bechwith; Frances Breton; Eva Bradshaw; Susan Brooks; Ina Brown; Ruth Brown; Marilyn Bryant; Doris Cooper; Cherrestene Cohen; Ellen Cutler; Marie Dale; Ella Daniels; Norita Davis; Jodee Driskell; Bunny Ernst; Donna Faxon; Mary Fieben; Nancy Fly; Kathy Franks; Janice Graves; Phyllis Guinn; Gail Haley; Betty Handley; Edna Hart; Ann Hill; Sheila Iverson; Nancy Kaplan; Carol Lazenby; Annie Lee; Lorraine Losch;

Janice McGilroy; Verna McKinney; Margaret Maren;
Cynthia Mingo; Sandra Moorhead; Lois Murray; Jayne Neff;
Grace Northrop; Barbara Ogelsby; Lolita Palmer; L. B.
Perry; Wanda Rabon; Carolyn Richardson; Linda Ringwood;
Eileen Rosenberger; Sherry Salmon; Karen Schmeling;
Ellen Segoll; Elaine Hayes Strong; Diane Wacks;
Elizabeth Warheit; Ivy Watson; Ovela Williams. Their
conscientious completion of the project through pre and
post testing, final evaluating and reporting made this
monograph possible.

PREFACE

Prior to the 1969 White House Conference on Food, Nutrition, and Health, preliminary recommendations were compiled in a report. The report began by pointing out that "the costly, wide-spread cycle of inadequate knowledge about nutrition and foods--and their relation to good health, handed down by parents to their children, can be broken only, we feel, by a continuous, strong nutrition education program throughout elementary and secondary school systems. Thus, the need is urgent for establishing new, improved, and dynamic nutrition education programs which, along with the continued availability of food and attractive foods in the marketplace, can be one of the most important factors of all in solving hunger and malnutrition in this country on a permanent basis (1, p. 58).

Recommendations further suggest that ". . . a whole new broad look needs to be made of all nutrition education teaching materials. Nutritional scientists and nutrition educators need to make concerted efforts as soon as possible to provide updated textbooks, laboratory blocks, and teaching units of the new nutrition at all grade levels" (2, p. 58).

In 1971, a survey report by Michael J. O'Farrell, on Nutrition Education in Florida School Districts stated that eighty-six percent of the respondents indicated that nutrition education would be more readily accepted if it were offered in the form of a "curriculum package" (5).

Since eating habits are formed early in a child's life the most important help the school can give is in introducing children to a wide range of alternatives, particularly with vegetables since this is the greatest protein

Try it,

you'll

like

it.



You

may

learn

to

like

it.

area. The study reported in this monograph examined the effects of a multimedia instructional unit on the consumption of vegetables by elementary pupils.

The approach used recognizes that the ultimate goal is good health, largely dependent upon good eating habits. Parents often say, "Eat it. It's good for you." The emphasis of this program is, "Try it, you'll like it"--or perhaps, "You may learn to like it." Activities are designed to take advantage of the fact that elementary aged children are naturally curious, open-minded, flexible, and eager to learn.

As the result of experiences gained in the unit, teachers, parents, and students expressed changes in attitudes about vegetables. A teacher commented, "It has always been hard to 'turn children on' to vegetables, but through the Vegetable Bowl they are getting a chance to try foods they never tasted before." One student reported to his teacher, "I never had radishes before, but now I eat them and I even like them--sort of." A parent said, "I enjoyed trying some things myself that I had never eaten before." Another parent, "I thought it was an excellent way to stimulate interest in foods that were new, as well as those exposed to at home but not always eaten." One teacher said, "Vegetables are a kind of food that you don't experiment with very often." She added that after becoming involved in the program, she was trying new vegetable dishes in her own home.

Half-day workshops for teachers in school districts interested in implementing similar programs may be arranged by contacting Dr. J. B. Hodges, Director, P. K. Yonge Laboratory School, University of Florida, Gainesville, 32611. Additional copies of this monograph are available on request from the School.

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THE VEGETABLE BOWL: A STUDY OF A UNIT
DESIGNED TO AFFECT THE EATING HABITS
OF ELEMENTARY SCHOOL PUPILS

Nutritional inadequacies are common among elementary school children. Studies of dietary habits among boys and girls show that two out of five children are not getting the foods necessary for optimum growth and health (4, p. 29). Further, when the diets of 3,444 preschool youngsters were studied, it was found that fruits and vegetables were least consumed (3, p. 4). Observing lunch trays which elementary pupils return to cafeteria kitchens confirms the fact that vegetables are often not consumed.

The Study

The purpose of this study was to measure the effects which a unit in nutrition education had on the eating habits of elementary school children, specifically eating habits relating to vegetables. The primary objective of the unit was to encourage youngsters to eat a variety of vegetables. Specific objectives for students were:

1. To learn to recognize a variety of vegetables,
2. To learn the plant type sources of vegetables,
3. To learn a variety of ways to prepare vegetables,
4. To experience a variety of vegetables in multi-sensory ways, including tasting.

Principals of six public elementary schools were invited to participate in the workshop by the Field Supervisor

for Food Services for the Alachua County Schools. Following a half-day, in-service workshop, 44 teachers implemented the study (see Appendix A). One thousand twenty-eight pupils (K-5) in the six schools participated in the instructional program (see Appendix B).

Did It Work?

Answers to several questions were sought.

1. Do teachers see the unit as valuable in achieving the objectives of the unit? (Plans to use the unit in the future were considered evidence of that judgment.)

Thirty-five elementary teachers returned the completed teacher evaluation form. All 35 teachers answered "yes" to the question "Have you found this unit valuable enough to use again?" Of twenty-five teacher comments received, twenty-four were positive and the other was not relative to the value of the unit.

2. Do parents perceive the unit as valuable in light of the objectives?

Two hundred two parents returned the parent evaluation form. Thirty-nine made additional comments about their perceptions of the program, a large majority of which were positive. One of the four questions included on the evaluation form was "Did your child seem to enjoy the unit at school?" Ninety-four percent of the parents answered "yes" to this question. Hence, it may be concluded that parents perceived the unit as valuable.

3. Is the unit appropriate for all grades, K through 5?
If not, at what grades is the unit appropriate?

As indicated previously, all 35 teachers stated that they found the unit valuable enough to use again. Since all grade levels were represented in the sample, it may be inferred that the unit was appropriate for all elementary grades. Furthermore, statistically significant changes in eating habits were found in all grades.

4. Do teachers indicate a need for revisions, make suggestions for improvement, and/or develop additional activities?

No comments received indicated a need for revision of the unit. However, field test teachers suggested additional activities to augment the program. Twenty-eight (80%) reported that they developed or used other activities in addition to those suggested in the unit. This indicates that The Vegetable Bowl Teacher's Guide is sufficiently stimulating to encourage teachers to use their own creativeness and ingenuity in extending and enriching students' experiences.

5. Does participation in the activities and experiences of the unit affect the eating habits of children?

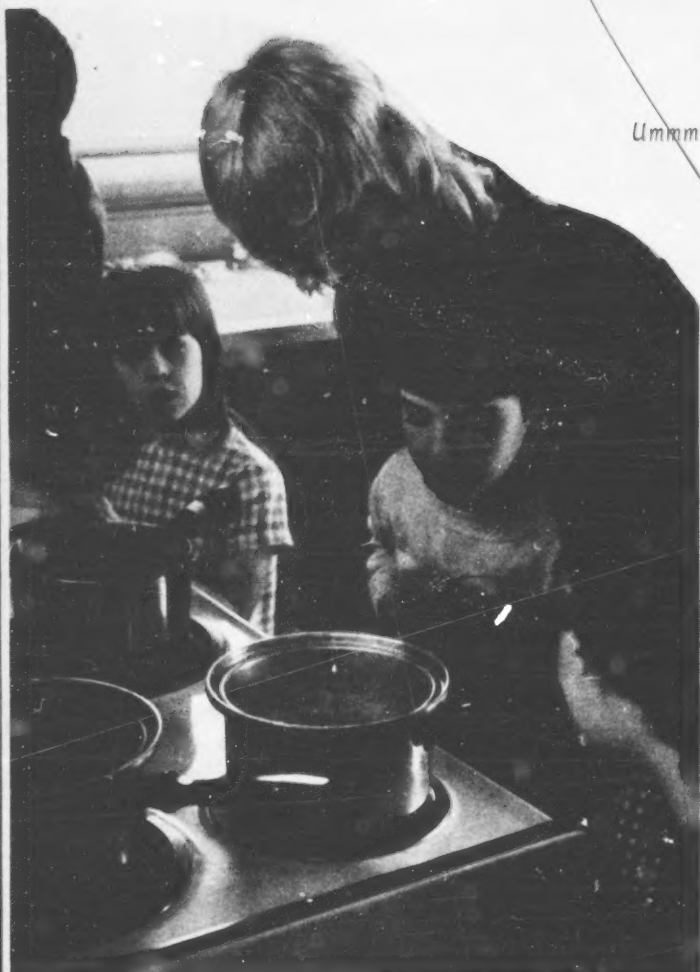
An analysis of the results of the student pre- and post-test of "Vegetables - Your Choice" (V-YC), revealed statistically significant increases in the number of vegetables eaten as well as in the number of vegetables liked by children in each grade, one through five. The number of new vegetables eaten by kindergarten children increased significantly during the field test period. However, in this group the increase in the number of vegetables liked failed to reach statistical significance. Many teacher and parent comments

indicated changes in eating habits among the children. Therefore, it may be concluded that the unit was effective in modifying the vegetable eating habits of children in the study.

Why This Approach?

"If there is malnutrition in this country, it is usually due to failure to choose meals from a variety of food, rather than an inability to purchase adequate and appropriate foods" (3, p. 7), according to Dr. Philip L. White, Director of Foods and Nutrition, American Medical Association. Certainly, nutrition cannot occur until after the food is eaten and digested by the body. Further, knowledge of whether a food is good or bad for a human being is not sufficient motivation for many adults to make wise and varied choice among vegetables, much less young children. Hence, the program's approach does not begin with imparting knowledge about nutrition. Rather the focus is calling attention to a wide variety of vegetables and getting children to try them. Full advantage is taken of multi-sensory experiences which are recognized as highly important in the learning process. The child can touch, taste, feel, see, cut up, peel, talk about, cook, and play with vegetables. As a result, he develops a familiarity for vegetables. Once he has this "feel" and the accompanying desire to experience vegetables in these various ways, including eating them, nutritional value takes on new significance. Learning how vegetables help a person maintain a healthy mind and body is approached more eagerly and more effectively when the child has been stimulated to want to know.

The point of "wanting to know" is not likely to occur at the same time for all children in a class. Consequently,



Ummm . . .

What's
that?

You
get
the
"feel"
of 'em.



arrangements for accommodating individual needs are supported by the vegetable corner learning centers. These include reference and trade books for children, food models, film slides and film strips, seed sprouting materials, and art materials for drawing, coloring, and model making.

Cultural and ethnic eating patterns frequently restrict opportunities to become familiar with a wide variety of food choices as well as varied ways of preparing vegetables. In recognition of the fact that experiences in the home are significant habit determiners, the program objective is explained to parents in a letter sent prior to the beginning of the unit. An accompanying form asks for their pre and post evaluation of the unit by recording changes observed in the interest and eating habits of their children during the unit. At the conclusion of the unit, one parent commented, "I enjoyed trying some things myself that I had never eaten before." This is a minimum level of parent involvement. Those who are particularly interested in the effort may be asked to come teach children how to prepare their specialties and share favorite recipes. In school communities with even a small degree of multi-cultural and ethnic influence, an "international flavor" may, thus, be achieved.

To increase awareness of what is locally available in markets, field trips are taken. Arrangements made with management personnel ahead of time insure maximum benefits. Follow-up activities immerse students in learning the plant-type sources of vegetables seen in the market and, depending on the time of year, in raising a garden at school.

How Was It Done?

The Program

Ten suggested lesson plans are outlined in the teacher's guide (see Appendix B). Teachers were free to use any or all of the plans and encouraged to modify or extend them as they chose. Sequence for implementing was also left to the discretion of the teachers. The unit was taught for a minimum of three weeks sometime between October and April of the 1973-1974 school year.

Activities in the guide were categorized as follows:

Vegetable Identification

1. Student draws or lists favorite vegetables
2. Mystery Bag
3. Games
4. Slides
5. Vegetable Bowl
6. Lingo Game

Vegetable Source

1. Plant seeds or slips to watch growth of plant
2. Film, filmstrips, and slides concerning farm or garden
3. Field trip to farm or vegetable market; follow-up with drawings or writing stories
4. Library references

Vegetable Experiences

1. Shell beans or peas and shuck corn
2. Food preparation: make vegetable salad and vegetable soup; prepare one vegetable many

ways; have tasting party or smorgasbord of vegetables or relish tray

3. Sort vegetable models according to (1) color (2) size (3) shape (4) texture (5) taste
4. Art activity: vegetable prints, potato puppet, food models using salt clay, bulletin board or posters, vegetables mobile, dried bean mosaics.

The major instructional material was "The Vegetable Bowl." It includes a student booklet which could be read and colored, a slide film entitled "The Vegetable Bowl" prepared at P. K. Yonge, and a film strip entitled "The Vegetable and Food Group" by Filmstrip House, Inc. Other materials used were vegetables for preparation and eating; vegetable seeds or slips for planting, vegetable models (preferably real, but could be cut outs from magazines) for sorting by color, size, shape, texture, or taste; games; art materials; bulletin boards and posters; and references for reading.

Teachers were also provided with an introductory letter to parents (Appendix C) and parent evaluation forms (Appendix D). These were to be mailed home to the parents to inform them of the program and to get their reactions. On the back of both of these letters the student pre- and posttest, "Vegetables - Your Choice" (Appendix E), were printed. The parent was asked to complete the form with the child. Teachers, then, scored the results returned by the parents and listed the scores on a form, "Summary of Scores for Pre- and Posttest, Vegetables - Your Choice" (See Tables 3-8).

On completion of the unit, each teacher was asked to complete the Teachers Evaluation Form (Appendix G). Teachers were instructed to return their evaluation (along with the summary of V-YC and the parent evaluation) to the team leaders of their school, who forwarded the materials to P. K. Yonge for analysis.

Prestudy Workshop

The purposes of the half-day, in-service workshop (see Appendix A) were to present certain materials and activities of the Vegetable Bowl, to identify the teachers desiring to field test the materials, to select team leaders at each school, to explain the research design and procedures, and to provide field test teachers with the materials to be used in the project.

Teachers and Pupils in the Study

Forty-four teachers attended the workshop rather than 36 as had been anticipated. One school was represented only by first grade teachers (3), and another by teachers from grades K through 3 only. It was decided that all the teachers attending the workshop could participate in the project, and all were asked to return the evaluation materials upon completion of the unit (see Table 1).

Table 1. Number of Teachers Who Returned Usable Evaluations and Students Who Participated by Grades

Grade	Number of Teachers	Number of Students
K	6	158
1	7	199
2	5	141
3	6	182
4	6	170
5	4	121
6	1	30
Multi Age	1	30
Total	36	1,031

What Do The Data Show?

Instrumentation

Before beginning the unit and, again, at the conclusion of the unit, "Vegetables - Your Choice" (Appendix E) was administered to students. In addition, both teacher (Appendix G) and parent (Appendix D) evaluations of the overall program as well as its particulars were sought. Thirty-six teachers from the six schools returned the teacher evaluations and/or part, or all, of the other evaluation materials.

Three hypotheses were tested. They were:

1. The number of vegetables liked by students will increase as a result of participation in the program.
2. The number of vegetables not eaten by students will decrease as a result of participation in the program.
3. The number of vegetables disliked will be decreased as a result of participation in the program.

Results: "Vegetables - Your Choice"

This test, designed specifically for the program, was sent to parents with a letter explaining the purposes of the program and requesting that they assist the child in marking the test according to the accompanying directions (see Appendix C). At the conclusion of the program, a copy of the same test was sent for parents to assist children in marking. If the number of vegetables liked increased significantly and the number not liked decreased significantly, it was inferred that the children's eating habits, relative to vegetables, had changed significantly.

Twenty-four teachers, representing K-5 and each of the six schools returned usable results. A total of 332 students were included in the sample. Raw data were analyzed first by classes and then by total grade level.

Table 2. Returns of Survey of Scores for Pre-and Posttest "Vegetables - Your Choice"

Grade	Number of Teachers
K	3
1	5
2	4
3	3
4	4
5	4
6	1
Total	24

Results in each grade were grouped together to provide an adequate number for statistical analysis. Students' t-test was then applied to all grades. Tables 3 through 8 present a summary of the findings by grades (see pages 12 through 14).

Significant changes in the number of vegetables liked occurred in every grade from one through five at the .001 level except for grade two which was significant at the .01 level. The pretest showed the number of vegetables liked ranged from an average of 10.775 in the first grade to 11.672 in the fourth grade. On the posttest the number of vegetables liked ranged from an average of 11.912 in the first grade to 13.509 in the fourth grade. The range of increase in number of vegetables liked, pre to post, was

Table 3. Summary of "Vegetables - Your Choice" for Fifth Grade Students
4 Teachers, N of 52

	Liked	Not Eaten	Disliked
Pre Mean	11.634	2.903	5.404
Post Mean	13.173	1.576	5.192
Difference	1.539	-1.327	.212
Pre SD	3.747	2.903	3.368
Post SD	3.682	2.354	3.278
t	4.229*	4.887*	.493

* $p < .001$

Table 4. Summary of "Vegetables - Your Choice" for Fourth Grade Students
4 Teachers, N of 55

	Liked	Not Eaten	Disliked
Pre Mean	11.672	3.363	5.018
Post Mean	13.509	1.636	4.909
Difference	1.837	-1.727	-.109
Pre SD	4.212	2.91	3.171
Post SD	4.118	1.819	3.733
t	4.862	5.655	0.251

* $p < .001$

Table 5. Summary of "Vegetables - Your Choice" for Third Grade Students
3 Teachers, N of 43

	Liked	Not Eaten	Disliked
Pre Mean	11.325	2.581	6.069
Post Mean	13.023	1.418	5.465
Difference	1.698	-1.163	-.604
Pre SD	4.291	3.633	4.495
Post SD	3.973	2.593	3.653
<u>t</u>	4.013*	3.513**	1.151

* $p < .001$

** $p < .01$

Table 6. Summary of "Vegetables - Your Choice" for Second Grade Students
4 Teachers, N of 36

	Liked	Not Eaten	Disliked
Pre Mean	11.166	3.472	5.250
Post Mean	12.027	2.083	5.805
Difference	.861	-1.389	.555
Pre SD	4.150	3.053	4.024
Post SD	4.171	2.791	3.977
<u>t</u>	2.910**	4.250*	-1.235

* $p < .001$

** $p < .01$

Table 7. Summary of "Vegetables - Your Choice" for First Grade Students
5 Teachers, N of 79

	Liked	Not Eaten	Disliked
Pre Mean	10.775	3.822	5.379
Post Mean	11.912	2.151	5.860
Difference	1.137	-1.671	.481
Pre SD	4.103	3.376	3.860
Post SD	3.994	2.380	3.583
t	5.075*	6.256*	-1.499

* $p < .001$

Table 8. Summary of "Vegetables - Your Choice" for Kindergarten Students
3 Teachers, N of 38

	Liked	Not Eaten	Disliked
Pre Mean	12.589	3.900	3.605
Post Mean	13.153	2.900	4.310
Difference	.568	-1.000	.705
Pre SD	4.190	3.477	2.849
Post SD	3.856	2.889	3.239
t	1.864	3.732*	-1.534

* $p < .001$

from .861 in the second grade to 1.837 in the fourth grade. Hypothesis one, "The number of vegetables liked by students will increase as a result of the program," is affirmed for grades one through five. For kindergarteners the mean gain in vegetables liked was not significant ($t = 1.864$).

Significant changes in the number of vegetables not eaten occurred in every grade, K through 5, at the .001 level except for the third grade which was significant at the .01 level. The pretest showed the number of vegetables not eaten ranged from an average of 2.581 for third grade students to 3.900 for kindergarteners. The posttest showed a decrease in the number of vegetables not eaten, the average ranging from 1.418 for third grade students to 2.900 for kindergarteners. The average change ranged from -1.000 for kindergarteners to -1.727 for fourth grade students. Hypothesis two, "The number of vegetables not eaten by students will decrease as a result of participation in the program," is affirmed.

As the increase in the number of vegetables liked by students was highly significant in every grade except one, and as the decrease in the number of vegetables not eaten was highly significant in every grade, the program has had the effect of significant changes in eating habits of students in the Vegetable Bowl unit.

The number of vegetables disliked showed no significant change in any of the six grades. Therefore, hypothesis three, "The number of vegetables disliked will be decreased as a result of participation in the program," was not affirmed in this study. In three grades, the mean for number of vegetables disliked increased (.481, .555, .705), whereas in the other three grades the mean decreased (.109, .212, .604). It would seem as the diet is changed by adding more and different vegetables, many of these will be

liked and some will be disliked. To claim a significant positive change in eating habits, it is sufficient to show a significant increase in vegetables liked and vegetables added to the diet.

Results: Teacher Evaluation

The evaluation (see Appendix G) was returned in usable form by 35 teachers. In addition to responses to questions and a list of items, teachers were invited to comment.

On the form teachers were first asked to check the activities carried out in their classrooms. Table 9 lists the activities and indicates the number and percent of teachers who used each. Examination of those data presented in the table reveals that all activities suggested in the teacher's guide, except the Lingo game, were provided for children by at least some teacher. Nineteen teachers (54%) provided 11 additional art experiences (item 11) and 16 teachers (46%) provided additional activities (item 12). It may be appropriate to call attention to "field trips" (item 9). Only nine teachers (14%) provided field trips. The fact that most teachers implemented the program at the height of the energy crisis may account for the limited use of this activity.

Table 9. Activities Used by Teachers

Number of Teachers Using	Percentage	Activity
33	94	1. Pretested
35	100	2. Read booklet <u>Vegetable Bowl</u>
24	69	3. Planted vegetables
34	97	4. Media: filmstrip, slides, etc.
22	63	5. Library reference
30	86	6. Tasting party
30	86	7. Students prepared food
28	80	8. Used food models
5	14	9. Field trips
32	91	10. Games
11	31	a. Soup Pot
27	77	b. Vegetable Guess
21	60	c. Vegetable Mystery Bag
3	9	d. Potato Toss
0	0	e. Lingo
4	11	f. Others
		(1) Peabody Kit Food Song
		(2) Games with Pictures (2 teachers)
		(3) Potato Relay Race with Spoon
33	94	11. Art Experiences
14	40	a. Mosaics
27	77	b. Potato Print
2	6	c. Potato Puppets
15	43	d. Food Models
19	54	e. Others
		(1) Other vegetable prints
		(2) Collages
		(3) Mobile stories
		(4) Poster of four food groups
		(5) Clay models of vegetables
		(6) Onion and cucumber prints
		(7) Vegetable mobiles
		(8) Food models with pictures
		(9) Made 3-D vegetables
		(10) Made horn of plenty
		(11) Created costumes for a school play about vegetables

Table 9. Continued.

Number of Teachers Using	Percentage	Activity
16	46	12. Others, activities a. Field trip to the woods to look for wild potatoes b. Produce manager from Publix visited the class and brought unusual vegetables c. Made a pot of vegetable soup in classroom and ate it for lunch (2 teachers) d. Made other food dishes e. Mobile stories f. Classification of vegetables by plant area (seed, stem, leaf, etc.) and by color g. Act out favorite food - one vegetable, one meat, one dessert h. Act out pictures of vegetables from magazine i. Meal planning with a student quiz j. Made wall charts of food groups (two teachers) k. Used V.B. during homeroom period l. Creative writing - personifying the fruit or vegetable of your choice (2 teachers) m. Drama - each child played a vegetable, said a verse

Teachers were also asked to circle the number of the activities they consider most valuable. Twenty-seven teachers complied. Some circled only one activity although this instruction was meant to cause multiple response. Nevertheless, more popular activities may be assumed through analysis of Table 10.

Table 10. Activities Identified by 27 Teachers as "Most Valuable"

Number Teachers Checking	Percentage	Activity
11	41	1. Read booklet <u>Vegetable Bowl</u>
9	33	2. Planted vegetables
8	30	3. Media: filmstrip, slides, etc.
2	7	4. Library references
21	78	5. Tasting party
20	74	6. Students prepared food
8	30	7. Used food models
3	11	8. Field trips
8	30	9. Games
7	26	10. Art experiences

The tasting party and having students prepare foods were obviously the two most popular activities.

Using library references and field trips received the least consideration although three of the five teachers who took field trips rated these as "most valuable" experiences. The other seven items ranked between these two extremes in a relatively close relationship one to another.

In addition to the two questions, "What activities were used most by the teachers?" and "Which activities were considered most valuable?", teachers were asked three other important questions. All 35 teachers answered affirmatively

A T a s t i n g P a r t y



*Attention is directed to a wide variety of
vegetables and toward getting children to try them.*

the first, "Have you found this unit valuable enough to use again?"

Eighty-two percent answered "yes" to the second question, "Did you develop or use other activities in addition to the unit?"

Seventy-four percent answered "yes" to question three, "Was the Vegetable Bowl used as a part of a larger nutritional unit?" As is pointed out in the teacher's guide, vegetables and fruits are only one of the basic four food groups essential in maintaining a balanced diet. A majority of the teachers obviously agreed.

Twenty-five written comments were received from teachers (see Appendix H). Twenty-four were positive and the other stated simply that "parents weren't consistent in evaluations".

Many statements from teachers referred to responses to the program which they had received from parents. To wit:

"My students thoroughly enjoyed and benefited from the unit. Parents made many complimentary comments."

"We got some favorable comments from parents plus some participation which we wouldn't have gotten otherwise."

"One of the best things about the program was that many parents became involved. One parent who helped me stated that her son would not eat squash until after he had tasted it with a dip at our tasting party. Now he eats and likes cooked squash. I guess the tasting party was the best activity of the Vegetable Bowl."

"The tasting party was a great success. The parents loved it also."

It is interesting to note that the last two comments mentioned the testing party which was perceived by teachers as the most valuable activity of the unit.

Other comments include:

"The unit was initiated during Thanksgiving time. The tasting party was fantastic. Students tried foods we thought they would not taste."

"The Vegetable Bowl lessons were held each Wednesday during homeroom period. Each week something different was going on in addition to tasting different vegetables every week. We managed to have two or three different items from previous weeks. The children were very excited and looked forward to having their vegetable activities each week. They would bring in different items beginning on Monday. We enjoyed the Vegetable Bowl very much."

The last statement indicates how a teacher structured the class in such a manner as to present the materials over a period of time greater than the 3-4 week period suggested. Others indicated a need to extend the Vegetable Bowl in both time and in materials used.

"The Vegetable Bowl is a great unit. It was very difficult to complete in four weeks. Next year I would like to use it but extend it over a three month period. The children enjoyed the activities. The teachers did too."

"This particular group of students showed more interest in the preparing of and actually working with the vegetables than other activities. Seemed to stimulate great interest in the various vegetables. We intend to continue throughout the school year using raw and cooked vegetables."

"We added the other good groups to the Vegetable Bowl to make it a larger nutritional unit. The Vegetable Bowl was the major focus."

"We both felt the Vegetable Bowl to be very helpful in teaching nutrition. We were able to incorporate it into other aspects of nutrition. We greatly appreciate your hard work."

"It is going very well. Are we going to be able to get the materials next year?"

Although these comments need little interpretation, two observations seem relevant. First, parents become involved when they are informed of a program and teachers seem to appreciate this fact. Furthermore, involvement seems to cause parents to feel better about the school environment. A close analysis of parents' comments (Appendix I) supports this assumption.

Second, in addition to the possibility of teaching the Vegetable Bowl as a separate, independent 3-4 week unit, the activities are highly flexible and adaptable to any number of instructional units which may be integrated throughout the year. For example, a tasting party might

be a feature of each special holiday or festival days representing various religions, as well as secular celebrations such as Halloween.

It was hoped and suggested that teachers develop their own ideas and create other activities in addition to the ones discussed in the guide. Evidence that this, indeed, occurred may be seen in Table 9, items 10, 11, and 12. Such activities included creative writing, personifying the fruit or vegetable of the student's choice and writing poetic verse to accompany the student booklet; inviting produce managers of local supermarkets to bring in unusual vegetables; making wall charts of food groups; making clay models of vegetables; taking field trips to the woods in search of wild vegetables.

One of the most creative approaches was taken by a multi-age class who produced a play entitled Vegetable Parade for the entire school. Each child designed and made his own costume out of cardboard or crepe paper. Programs were printed with the case of characters listed by vegetable parts, i.e., "The Roots, The Stems, The Leaves, The Flowers, The Fruits, and The Seeds." Each member of the audience received a program with a hand drawn vegetable on the cover which the spectator could then color.

The children in the play recited verses either alone or in a small group. They were interviewed by a reporter (the teacher) who was walking through the garden. After the interview the play was closed with a grand finale in which the children sang "The Super Supper March" from Dr. Seuss' Cat in the Hat Songbook. Permission was received from the teacher to include the verses in this report (see Appendix J).

It is obvious that the students in this class, as well as in the total school, gained much from this Vegetable

Bowl experience as a result of this teacher's ingenuity. The summary of the "Vegetables - Your Chocie" tests for this class was not included in Tables 3 through 8; however, the group mean on vegetables liked increased by approximately four and one half, the vegetables not eaten were decreased by slightly more than four per student, and there was a reduction of the means for vegetables disliked.

Parent Evaluations

At the end of the program parents were sent a letter in which they were asked to respond "yes" or "no" to four questions. In addition they were given an opportunity to make "Comments or suggestions for improvements" relative to their perception of the unit. Parent evaluations were returned by teachers from five of the six schools. One school mistakenly threw away the parent evaluations after each teacher had received them from her respective parents. The summary of the 202 returned responses are found in Table 11. Upon examination of the data presented, it is apparent that school D had a lower percentage of "yes" answers than the other four schools. The teachers in this school did not send the introductory letter to the parents at the beginning of the unit, which may account for the fewer positive responses from them.

Table 11. Responses to the Parent Evaluations by Schools

School	Number of Respondents	Yes		No	
		No.	Percentage	No.	Percentage
Question One: Has your child shared information about the "Vegetable Bowl" Class?					
A	64	59	92	5	8
B	39	35	90	4	10
C	16	15	94	1	6
D	39	25	64	14	36
E	44	33	75	11	25
TOTAL	202	167	83	35	17
Question Two: Did he seem to enjoy the unit?					
A	62	60	97	2	3
B	38	36	95	2	5
C	16	16	100	0	0
D	33	29	88	4	12
E	40	37	93	3	7
TOTAL	189	178	94	11	6
Question Three: Since the beginning of the "Vegetable Bowl" class, have you observed additional interest from your child in the area of foods?					
A	64	47	73	17	27
B	39	23	59	16	41
C	16	12	75	4	25
D	35	14	40	21	60
E	43	26	60	17	40
TOTAL	197	122	62	75	38
Question Four: Has your child tasted or tried different foods at home?					
A	62	43	69	19	31
B	39	30	77	9	23
C	16	12	75	4	25
D	39	33	85	6	15
E	44	36	82	8	18
TOTAL	200	154	77	46	23
TOTAL RESPONSES	788	621	79	167	21

In response to question 2, an overwhelming majority of the parents stated that their child enjoyed the unit at school (94 percent). This response alone substantiates the benefits of teaching the unit.

Eighty-three percent of the parents stated that their child had shared information about the Vegetable Bowl class at home. It is recognized that as parents were sent a letter informing them of the program, many would likely question their children about the unit; consequently, a large percentage of "yes" answers would be expected.

Seventy-seven percent of the parents responded "yes" to the question "Has your child tasted or tried different foods at home?" It may, therefore, be inferred that if the child had tasted different foods at home during this period of time, then the family chef must have altered cooking habits to some degree. Further, as a result, other members of the family would also probably have experienced different foods. Hopefully, such a change in eating habits, however small, would not only change attitudes about the consumption of vegetables but also attitudes about the importance of a more nutritionally balanced diet.

Sixty-two percent of the parents observed increased interest in foods by the child. Again, this would indicate that the attitude of the child about foods has been modified to some degree as a result of the unit.

Parents were also free to record comments on the form. Of the 202 parent evaluations returned, 39 included written comments. Teachers indicated that numerous other favorable comments were received from parents in person. A review of the comments (see Appendix I) strongly suggests

that most parents perceived the unit as a valuable learning experience for their children.

In summary, the parent evaluations were consistent with those of teachers and students who considered Vegetable Bowl a highly stimulating and effective instructional unit.

FOOTNOTES

1. Eleanor Adams, "Solutions Sought to Hunger and Malnutrition," Forecast, February, 1970.
2. Loc. Cit.
3. Ronald M. Deutsch, The Family Guide to Better Food and Better Health, Creative Home Library, Meredith Corporation, Des Moines, Iowa, 1971.
4. Linda Hoffer, "Intern Compiles Nutrition Education Materials," School Foodservice Journal, April, 1972.
5. Michael J. O'Farrell, Nutrition Education in Florida School Districts, A Survey Report, Florida Department of Education, Tallahassee, Florida, 1971.

APPENDIX A
AN OUTLINE OF THE WORKSHOP FOR
"THE VEGETABLE BOWL"

Introduction: Staff and participants play vegetable ID game

The Role of P. K. Yonge in Research and Development: Dr. J. B. Hodges

Pre-Test Quiz: Four - Meal Planning

Explain Basic Four Food Groups

Explanation of the Vegetable Bowl Unit:

Lesson Plans and Selection of Activities

Show A-V Materials - Filmstrip and Slides with Commentary

Tasting Party: Taste raw vegetables with a dip

Evaluation Devices: Explain the research design and how to handle the data

Choose team leaders and hand out any material not already distributed

Reemphasize the time schedule

Presentation of materials to county	September, 1973
Identification of field test schools and teachers	October, 1973
Workshop for teachers	October, 1973
Implementation of the research design	October-April
Analysis of data	May-June, 1974
Dissemination by appropriate means	Summer, 1974

APPENDIX B
LESSON OUTLINE OF
VEGETABLE BOWL UNIT

Objectives:

1. To identify a variety of vegetables.
2. To identify the source of vegetables.
3. To prepare vegetables for eating.
4. To eat vegetables.

Activities for Lesson 1

- a. Pretest for unit.
- b. Student lists or draws pictures of favorite vegetables.
- c. Read book Vegetable Bowl (see Appendix II).
- d. Plant vegetables to watch growth: i.e., sweet potatoes, carrot top, or seeds.
- e. Show slides for identification of vegetables.
- f. References: Fun Time Window Garden, The Carrot Seed, How a Seed Grows, My Garden Grows, and How Things Grow.

Activities for Lesson 2

- a. Vegetable Mystery Bag--Students guess what vegetables are in the bag while given appropriate clues.
- b. Students shell beans or peas and shuck corn.
- c. Discuss shape, size, and texture of vegetables with the above experiences.
- d. References: Plants That Feed Us, Carrot and Other Root Vegetables, Great Big Enormous Turnip.

Activities for Lesson 3

- a. Food preparation--Students cook vegetables from Mystery Bag.
- b. Tasting Party--Students sample vegetables.

Activities for Lesson 4

- a. Play Vegetable Game--Students try to determine what vegetable is pinned to their backs.
- b. Sort Vegetable Models--Students sort according to (1) color, (2) taste, (3) texture, and (4) shape.

Activities for Lesson 5

- a. Make vegetable soup--Students help prepare food.
- b. Prepare a salad or relish tray--Students help prepare food.

Activities for Lesson 6

- a. Visit a farm.
- b. Go to a vegetable market.
- c. See filmstrip.
- d. References: I Know A Farm, Children on a Farm, I Want to Be a Farmer, Farm for Rent, Corn-Farm Boy, Little Farm, and Autumn Harvest.

Activities for Lesson 7

- a. Discuss field trip or film strip.
- b. Draw a picture and/or write a story about experience.
- c. References: (From Lesson 6)

Activities for Lesson 8

- a. Make a vegetable print.
- b. Make food models.
- c. Make a mobile using pictures of vegetables.
- d. Make mosaics using dried peas and beans.
- e. Read aloud The Sweet Patootie Doll.

Activities for Lesson 9

- a. Make a salad.
- b. Prepare one vegetable several ways.

Activities for Lesson 10

- a. Use library references for story time.
- b. Play games.
- c. Posttest for unit.

APPENDIX C
INTRODUCTORY LETTER TO PARENTS

Dear Parent:

Our class is beginning a unit entitled "The Vegetable Bowl." Because of a frequent lack of fruits and vegetables in the school child's diet, this unit is designed to introduce a variety of vegetables with the emphasis on their nutritional value.

In order that I might be familiar with your child's food experiences, with your child, complete the attached form by placing an "X" by the vegetables your child likes to eat, circling the ones he has not eaten, and checking the vegetables he does not like. Please return this form as quickly as possible. At the close of the unit, you will be asked to complete another evaluation form. This will help us to determine if the program makes any difference in your child's interest in foods and nutrition or if there is any change in food habits.

Yours very truly,

APPENDIX D
THE PARENT EVALUATION FORM

Dear Parent:

Our class has completed a unit entitled "The Vegetable Bowl" in which students were introduced to a variety of vegetables.

In order that this unit may be evaluated, answer the four questions by circling either "Yes" or "No" to indicate your answer. Feel free to make comments and suggestions for improvement in the space provided below. With your child, please complete this form and the one on the back and return to me as soon as possible.

Sincerely,

PARENT EVALUTATION
Vegetable Bowl Unit

Child's Name	Age	Date
1. Has your child shared information about the "Vegetable Bowl" class?	YES	NO
2. Did he seem to enjoy the unit?	YES	NO
3. Since the beginning of the "Vegetable Bowl" class, have you observed additional interest by your child in the area of foods?	YES	NO
4. Has your child tasted or tried different foods at home?	YES	NO

Comments or suggestions for improvement:

APPENDIX E
STUDENT PRE-AND POSTTEST
VEGETABLES -YOUR CHOICE

DIRECTIONS: Place an X by the vegetables liked.
Circle the vegetables not eaten.
Place a check (✓) by the vegetables disliked.

NAME _____

Age _____

 ☐ (carrot)	 ☐ (tomato)	 ☐ (potato)	 ☐ (cabbage)
 ☐ (green beans)	 ☐ (radish)	 ☐ (eggplant)	 ☐ (corn)
 ☐ (squash)	 ☐ (cauliflower)	 ☐ (broccoli)	 ☐ (brussel sprouts)
 ☐ (turnips)	 ☐ (beets)	 ☐ (Peas)	 ☐ (Peppers)
 ☐ (lettuce)	 ☐ (asparagus)	 ☐ (cucumber)	 ☐ (celery)

School _____

Date _____

GRADE

[illegible]

APPENDIX G
THE TEACHER EVALUATION FORM

TEACHER EVALUATION

Name

School

Grade or Age Level

Number of Students

Check the activities you carried out with your class.

- ____ 1. Pretested
- ____ 2. Read booklet Vegetable Bowl
- ____ 3. Planted vegetables
- ____ 4. Media: filmstrip, slides, etc.
- ____ 5. Library references
- ____ 6. Tasting Party
- ____ 7. Students prepared food
- ____ 8. Used food models
- ____ 9. Field trips
- ____ 10. Games
 - ____ a. Soup Pot
 - ____ b. Vegetable Guess
 - ____ c. Vegetable Mystery Bag
 - ____ d. Potato Toss
 - ____ e. Lingo
 - ____ f. Others, list
- ____ 11. Art Experiences
 - ____ a. Mosaics
 - ____ b. Potato Print
 - ____ c. Potato Puppets
 - ____ d. Food Models
 - ____ e. Other

____ 12. Others, list

13. Circle the number of the previous activities you consider to be the most valuable.

14. Have you found this unit valuable enough to use again? Yes No

15. Did you develop or use other activities in addition to the unit? Yes No

16. Was the Vegetable Bowl used as a part of a larger nutritional unit? Yes No

17. Comments or suggestions:

APPENDIX H
TEACHERS' COMMENTS CONCERNING
THE VEGETABLE BOWL UNIT

The tasting party was a great success. The parents loved it also.

My students thoroughly enjoyed and benefited from the unit. Parents made many complimentary comments.

Thank you for sharing it with us.

Dear Dr. Stewart: Our nutrition program has been a tremendous success. It is always rather difficult to thank so many people for their efforts. You all have been so great. Thanks so very much.

Parents weren't consistent in evaluations.

The unit was initiated during Thanksgiving time. The tasting party was fantastic. Students tried foods we thought they would not taste. During lunchtime I'm not really with them, but I encourage them to try foods served frequently.

Very good and helpful.

Make the book "Vegetable Bowl" more understandable to children, maybe in rhyme. Helpful to a teacher. Able to choose from many different activity ideas.

Enjoyed the unit very much.

We got some favorable comments from parents plus some parent participation which we wouldn't have gotten otherwise.

This particular group of students showed more interest in the preparing of and actually working with the vegetables than other activities. Seemed to stimulate great interest in the various vegetables. We intend to continue throughout the school year using raw and cooked vegetables.

The Vegetable Bowl lessons were held each Wednesday during home room period. Each week something different was going on with the exception of tasting different vegetables every week. We managed to have two or three different items from previous ones. The children were very excited and looked forward to having their vegetable activities each week. They would bring in different items beginning on Monday. We enjoyed the Vegetable Bowl very much.

All activities were very valuable.

The Vegetable Bowl is a great unit. It was difficult to complete in four weeks. Next year I would like to use it but extend it over a three month period. The children enjoyed the activities. (The teachers did too.)

We added the other food groups to the Vegetable Bowl to make it a larger nutritional unit. The Vegetable Bowl was the major focus.

We both felt the Vegetable Bowl to be very helpful in teaching nutrition. We were able to readily incorporate it into other aspects of nutrition. We greatly appreciate your hard work.

I think the children got a lot out of it. There was evidently a real change in eating habits among my students.

One of the best things about the program was that many parents became involved. One parent who helped me, stated that her son would not eat squash until after he had tasted it with a dip at our tasting party. Now he eats and likes cooked squash. I guess the tasting party was the best activity of the Vegetable Bowl.

It has always been hard to turn children on to vegetables, but through the Vegetable Bowl they are getting a chance to try foods they never tasted before.

Vegetables are a kind of food that you don't experiment with very often. Since becoming involved in the Vegetable Bowl program I have begun to try new and different vegetables disliked in my own home.

We need to do everything we can to acquaint students with different vegetables.

Telephone Comments

It is going very well. Are we going to be able to get the materials next year?

Our sixth grade tried it also, and it went very well with them.

Our entire elementary school used The Vegetable Bowl along with other materials in nutrition--and it occurred at a time when we were being evaluated by the state on nutrition. It was a tremendous success and augmented our program well.

Going very nicely.

APPENDIX I
PARENTS' COMMENTS CONCERNING
THE VEGETABLE BOWL

Cheree tried some of the different food but she doesn't seem to like them much. So I think she should try them more often.

Our variety of food has decreased with increasing prices.

Haven't noticed much difference, but his likes and dislikes were pretty well natural. I serve a wide variety of food generally speaking so he has been exposed to them.

I thought it was an excellent way to stimulate interest in foods that were new as well as those exposed to at home but not always eaten.

Vegetables that Stanley would just taste, he eats a large serving now.

I thank it very nice of the teacher suggesting of the vegetable bowl and I enjoy trying some of the things in the vegetable myself which I hadn't never tried. It were very nice. [sic]

David has a difficult time trying new foods even though we insist that he try anything we prepare now. I think this unit has been very good even though he disagrees with me.

I feel it was a fun learning experience.

Julia ate carrot cake and enjoyed it.

The student booklet is cute. We make her try almost all foods at home, and eat most of them!

I would like to see the children in the lunchroom be encouraged to at least sample their hot lunches, instead of just "horsing around" the whole time and disturbing other children. Their parents pay (or the taxes pay) for these nutritious and tasty meals which often go untouched completely and sometimes are barely even glanced at. It's a crime to throw all that untouched food away. Those children should perhaps carry sack lunches.

I think it was a great idea and I'm really grateful, since Benjamin likes and eats a greater variety of foods now.

He does good just to eat. He doesn't like to take the time to eat.

Have not had comments (from child) since classes have been given.

Tommy is a good eater and will try any food that is put in front of him. He did not talk about the class at home. He must have remembered and enjoyed some of the class because this past weekend he planted a small garden.

Bobby's grandfather has a garden and we have a lot of fresh vegetables.

My daughter eats everything, anyway. We have a varied diet at home. Would you like to try this unit on my son? Him, I have a slight eating problem with. It's a good unit. My children eat every kind of food imaginable, but I have friends who are picky, funny eaters, so their children are too!

I like the program because it has given Wendy a chance to try foods that I am unable to cook at home because the rest of the family doesn't like it. So I have gotten a chance to find other vegetables she would eat. Thank you.

I don't think my child has really participated in this class (if these vegetables are eaten at lunch) since he probably throws most of his lunch in the garbage can. I base this on the fact that he never can remember what was for lunch, except for dessert, and rolls and milk.

My child is in a period or stage disliking to eat. I think children should try all kinds of foods to develop their taste palate. This "Vegetable Bowl" seems to be a super ideal!

Steven has been eating better. And he also has been telling me what food is a vegetable.

Kenny enjoyed making stove (stove) soup and has repeated the recipe to me numerous times. He is eating a lot better.

I love this class!

I am going to bring some of the new foods to his life and see if he would [sic] eat some of them.

There are a few vegetables listed that he likes. I stopped forcing him to eat vegetables he dislikes because it seemed to make him sick.

Donna lives on a farm. This is why she likes these vegetables. She has been eating them since she began eating from the table. She likes a lot of vegetables that aren't mentioned on this sheet.

Faylea has not tried turnips or eggplants and she eats her carrots uncooked.

We as a family try different foods all of the time. It is my contention that a meal can become dull or boring if it is always the same. Cindy has definite tastes as well as the rest of the family.

Kevin has tried different foods before the Vegetable Bowl at school.

They have been taught and are asked to taste what is put on their plates. There are only a few things Mindi doesn't like.

Kathy doesn't seem to hold interest in her work. She has never even told me one single bit of information about the Vegetable Bowl. If I ask her what she's doing in school all she tells about is her painting.

She hasn't told me anything about she was in the Vegetable Bowl unit. She hasn't been tasting any kind of fruit at home, so I don't know anything about it.

Sweet peas, turnips, asparagus, squash, green beans, radish. I have tried in every way before now and since this Vegetable Bowl class started, to get my child to eat them but no way. Eggplant makes her sick on the stomach to see them and I never bought them because of that. I have tried all kinds of ways to fix these things thinking that she might like them but so far no way. If you can come up with a way, thank you.

Tony has never liked vegetables. If you have a way of getting him to eat them other than raw, please tell me.

It did not change any eating habits of our two children who studied this unit.

Jeff has been exposed to new and different foods all his life. I very often try new foods on my family and they are expected to eat a little bit of it.

Keena has begun to eat more of her green vegetables.

It has always been a family policy to at least try foods, but since the class there has been much less resistance to this requirement.

The children enjoyed working with the fruits and vegetables very much.

APPENDIX J
VERSES FOR VEGETABLES

"Full of good wealth,
Peas, we are peas,
Locking up health
With our vitamin keys.

"Beans, kidney or pole--
If you don't like us
You'd be missing a real soul,
So try us today--okay?

"Squash, Squash--
If you eat me raw,
Then you'll have no
Pots to wash--squish, squash.

"Cauliflower
Any hour
Gives your brain
Thinking power.

"Turnips and their tops
Give you real zip.
If you want to flip
Put turnips to your lips.

"We are broccoli,
As you can see,
And just as green
As green can be.

"Red, red tomato--
A fruit I am, so
I'm very good for you.
Into salads I go.

"Potato, potato--
Many kinds you know--
There's sweet, Irish, and new,
And we all make you grow.

"I am cabbage--
Cooked and raw.
Personally I prefer
Being in slaw.

"I'll make you strong,
You've often heard
You can't go wrong--
'Carrot's' my word.

"Radish is red
And spicy too.
And in a salad
I'm just right for you.

"Corn on the cob--
Or maybe cream style.
Without me you would sob--
OR maybe walk a mile.

"I am a mushroom
As you plainly see,
Food flavors zoom
When you use me.

"I am brussel sprouts
And I have no doubts
You stay really healthy
Eating the goodness in me.

"Gerbils and rabbits
Love lettuce, it's true.
For kids, use in salads
And sandwiches too.

"Eggplant's got power
For all and every one,
Fry me with flour--
Eating me is real fun.

"Peter Piper's peck of peppers
Gives lift to any food,
So when it's time for supper
Get in the pepper mood.

"Asparagus stems--
Asparagus tips--
When we touch your lips,
Your taste buds do flips.

"Cucumber salad--
It really can't be beat.
If this you haven't had
You're in for a big treat.

"Spinach is for Popeye--
It's great for you too.
Eat spinach, oh my,
For whatever you want to do.

"Celery for you
And celery for me.
In a salad or stew
So tasty I'll be."*

*Verses submitted by Ms. Donna Faxon
Idylwild Elementary School, Gainesville, Florida